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ABSTRACT

Part of a series of parent and teacher surveys, this portion of the 1975 survey provides information on the attitudes of teachers of elementary and secondary grades toward the desegregation plan and their perceptions of some of the effects that the plan has had upon children in the Pontiac schools; and information on the attitudes of the teachers towards administrators and their relations with them, as well as background materials on the teachers themselves. Results indicate that teachers interviewed perceive the Pontiac schools today are better than they were five years ago, and they expect them to be better still five years from now. While the teachers interviewed favor the desegregation plan presently in effect, black teachers are significantly more in favor of the plan than white teachers. Generally, the teachers feel that their teaching activities are the most important, while perceiving that their administrators think that maintaining order and taking care of administrative and non-classroom activities are more important. Despite these differences most of the teachers are involved in the policy-making that goes on in their schools. Teachers are also generally positive about the effect they think the schools can have in motivating students to learn. This optimism is significantly higher among black teachers than white, and higher among women than men. (Author/AM)

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MARKET OPINION RESEARCH

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TEACHER ATTITUDES IN THE PONTIAC, MICHIGAN SCHOOL DISTRICT TOWARD THE PUBLIC SCHOOLS AND DESEGREGATION BY BUSING

WAVE IV

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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TABLE OF CONTENTS

FOREWORD i

Purpose i
Study Design i

SUMMARY 1

Overall Teacher Perceptions of the Schools 1
Desegregation 1
Teacher - Administrative Relations 2
Perceptions of School Influence and of Students in Pontiac Schools 3
Teacher In-Service and Professional Information Sources . . 4
The Pontiac Education Association and Other Organizational Associations 4
Work Background on Pontiac Teachers 5

ANALYSIS REPORT - PERCEPTIONS OF PONTIAC TEACHERS ON THE SCHOOLS 7

Overall Perceptions of the Pontiac Schools 7

DESEGREGATION 9

Teacher Attitudes Towards Desegregation 9
Teacher Perceptions on Student Interaction 10
Teacher Perceptions of Future Student Relations 11
The Desegregation Plan and Student Achievement 11

TEACHER-ADMINISTRATIVE RELATIONS 13

Teacher-Administrator Perceptions of Work Activities . . . 13
Teacher Input in School Policy Decisions 15
Teacher Respect for Principals 16
Administrative Infolvement in Curriculum 16
Teacher Job Satisfaction 19
New School Programs 19

PERCEPTIONS OF SCHOOL INFLUENCE AND OF STUDENTS IN PONTIAC SCHOOLS 21

Teacher Perceptions of Students in Personal and School-Related Areas 22

TABLE OF CONTENTS Con't.

- TEACHER IN-SERVICE PROGRAMS AND PROFESSIONAL INFORMATION SOURCES 23
- THE PONTIAC EDUCATION ASSOCIATION AND OTHER ORGANIZATIONAL ASSOCIATIONS 26

WORK BACKGROUND ON PONTIAC TEACHERS 29

Work Experience Outside Teaching 29
Teaching Placement Expectations 30
Teacher Social Interaction 31

FOREWORD

Purpose

This study is a survey of teachers of elementary and secondary grades in the Pontiac Public Schools. It is part of a series of parent and teacher surveys. This portion of the 1975 survey is designed to provide information on the attitudes of some teachers toward the desegregation plan and their perceptions of some of the effects that the plan has had upon children in the Pontiac schools. It is also a survey to provide information on the attitudes of the teachers towards administrators and their relations with them, as well as background material on the teachers themselves.

Study Design

A random sample of 175 teachers of students in the Pontiac schools were selected for 45 minute personal interviews. The teachers were contacted initially by phone and appointments were made for them to be interviewed either at home or at their school. The teachers were interviewed between May 14 and 30, 1975.

The structured questionnaire used for the interviews was developed by the research staff of the Pontiac Public Schools.

SUMMARY

Overall Teacher Perceptions of the Schools

The Pontiac teachers interviewed perceive that the Pontiac schools today are better than they were five years ago, and they expect them to be better still five years from now. Black teachers have a more positive perception of the schools today as well as a higher expectation level for the schools five years from now than do white teachers. White teachers, however, perceive the schools to have been better five years ago than do black teachers. Men teachers also perceive the schools to have been better five years ago than do women teachers. The men also are less positive in their perceptions toward the schools five years from now than are the women teachers.

Desegregation

While the teachers interviewed favor the desegregation plan presently in effect in the Pontiac schools, black teachers are significantly more in favor of the plan than white teachers.

Black teachers also perceive more voluntary interaction between white and black students than white teachers. Both groups of teachers, however, feel that there is more interaction between the students during the school day than after school.

In the area of academic achievement, a plurality of teachers feel that the desegregation plan has had no effect on the achievement level of their students. This plurality is slightly higher for white students than for black students. The teachers, however, by a slightly lower percentage, feel that desegregation has raised the academic achievement of black students, and a quarter (23%) of the teachers indicate their belief that desegregation has lowered the achievement of white students.

Teacher - Administrative Relations

At present, there are some particular differences in the way the Pontiac teachers surveyed perceive various activities in their classrooms and how they perceive their administrators attitudes towards those activities. Generally, the teachers feel that their teaching activities are the most important while perceiving that their administrators think that maintaining order and taking care of administrative and non-classroom activities are more important.

Despite the classroom differences between teachers and administrators, most of the teachers interviewed are involved in the policy-making that goes on in their schools. Most also feel that they personally have at least some say in the decisions made at their schools.

Principals in the Pontiac schools are generally respected by most of the teachers interviewed. Only 11% of the teachers interviewed indicated that they did not have very much professional respect for their principal.

The Pontiac teachers interviewed would like to see their administrators more involved in several aspects of their schools including classroom teaching. The teachers expressed a desire to see their principals more involved in such areas as choosing textbooks and curriculum materials and in-service training of teachers, as well as the disciplining of children.

On the whole, the majority of Pontiac teachers interviewed are satisfied with their jobs in the school system. Fifty percent (50%) of them indicate that they are very satisfied with their positions.

New educational programs receive a great deal of skepticism from those teachers interviewed, as 80% of the teachers express the belief that teachers in their building lack confidence to some degree in new educational programs.

Perceptions of School Influence and of Students in Pontiac Schools

The Pontiac teachers interviewed are generally positive about the effect they think the schools can have in motivating students to learn. This optimism, however, is significantly higher among black teachers than white teachers and higher among women teachers rather than men.

The teachers interviewed would also place their students in the medium range on a 3-point scale in such areas as attendance, classroom behavior and academic achievement. Again, black teachers rate the students slightly higher than white ones, and women rate the students higher than men.

Teacher In-Service and Professional Information Sources

There has been a wide amount of participation by the Pontiac teachers interviewed in various in-service programs, both in their own district and in other districts.

Seventy three percent (73%) of the Pontiac teachers surveyed also would favor taking additional training courses.

A plurality (47%) of the teachers in the Pontiac district consider their fellow teachers to be their best source of information about educational issues.

In addition, professional journals are read regularly by the majority of those teachers interviewed.

The Pontiac Education Association and Other Organizational Associations

The majority of the teachers participating in the survey feel that the P.E.A. is placing the right amount of emphasis in most areas except helping members become better teachers and in generally improving the quality of education for children.

Improving the quality of education and gaining economic benefits for teachers is not felt to be too heavy a burden for the P.E.A. by most of the teachers interviewed. They do not feel that a choice need be made between the two.

However, among the 21% who did feel that the P.E.A. could deal effectively with only one or the other, a plurality felt that the emphasis should go to improving the quality of education.

Fifty-four percent (54%) of those interviewed belong to another educational organization or association in addition to the P.E.A.

Forty-six percent (46%) of the sample also belong to a local organization in their own community.

Work Background on Pontiac Teachers

The majority (61%) of the teachers interviewed came to the Pontiac School District from some other district.

Half (49%) of the teachers interviewed also have had some other full-time employment besides teaching.

Most (76%) Pontiac teachers too, expect to be teaching five years from now although 22% expect to be doing something else.

Most (81%) of those continuing in teaching, also expect to remain in the Pontiac School District.

Although a third of the teachers in the survey meet "often" socially with other teachers in their building, most of the teachers "seldom" or "never" socialize with other teachers in their building.

In addition, the overwhelming majority of those interviewed seldom or never meet socially with other educators or people involved in education.

ANALYSIS REPORT

PERCEPTIONS OF PONTIAC TEACHERS ON THE SCHOOLS

Overall Perceptions of the Pontiac Schools

The overall perception of Pontiac school teachers surveyed is that their schools are better than they were five years ago. They also perceive that the schools will be still better five years from now. The teachers were asked to rank the schools on a scale from one to ten, with ten representing the best possible schools for children and one representing the worst possible schools for children.

There is a significant difference in the ratings of black and white teachers as they evaluated the schools. Black teachers give higher ratings to the schools at present and also give them higher ratings in their evaluation of the future. Black teachers, however, regard the schools less highly than white teachers as they rate them for five years ago.

There is also a significant difference in the ratings given by men and women teachers as they evaluate the schools as they were five years ago and as they perceive they will be five years from now. Men teachers in the study give lower ratings to the schools than do women teachers. This difference may in part be attributed to the grade levels being taught by the two groups of teachers. Men are concentrated most heavily in the secondary schools where academic, social and disciplinary problems are most prevalent. Women, however, are predominately found in the elementary schools where the problems are probably less serious and widespread, so that optimism is more likel

Where do you feel the Pontiac Public Schools stand at the present time? Where would you say the Pontiac Public Schools stood 5 years ago? Where do you think the Pontiac Public Schools will be 5 years from now?
(Average on 1-10 scale 1=worst possible schools, 10=best possible schools)

	Total	White	Black	Male	Female
Pontiac schools today	6.41	6.11	7.22	6.40	6.42
Pontiac schools 5 years ago	6.33	6.48	5.87	6.71	6.12
Pontiac schools 5 years from now	6.78	6.38	7.93	6.28	7.06

DESEGREGATION

Teacher Attitudes Towards Desegregation

The Pontiac School's desegregation plan is favored by 66% of the teachers surveyed. Black teachers, who were interviewed, however, are significantly more in favor of the plan than white teachers. Twenty-five percent (25%) of the Pontiac teachers in the study indicate they are opposed to the desegregation plan, and this attitude is predominantly that of white teachers.

How do you feel about the desegregation plan using busing?

	Total		White		Black	
Strongly favor	31%	66%	25%	59%	50%	89%
Somewhat favor	35		34		39	
Neither favor nor oppose	7		9		2	
Somewhat oppose	18	25%	22	31%	4	6%
Strongly oppose	7		9		2	
Don't know	1		1		2	
Total	100%		100%		100%	
Number of respondents	(175)		(128)		(46)	

Teacher Perceptions on Student Interaction

White teachers in this study perceive less voluntary interaction between white and black students than do black teachers. Both white and black teachers indicate that there is more classroom association between black and white students than there is outside the classroom or after school. To the teachers interviewed, students are more likely to sit together of their own choice and choose one another as partners for class work than to hang around together at school during their free time or to join together in the same after school activities.

How would you describe the relationships between black and white students at your school? How often do black and white students sit together in class of their own choice? Would you say they usually sit together, sometimes sit together, or never sit together of their own choice?
(Average on 1-3 scale 1=usually, 3=never)

	Total	White	Black
Sit together of their own choice	1.68	1.77	1.44
Choose one another as partners for class work	1.77	1.85	1.54
Hang around together during free time at school	1.86	1.93	1.64
Join in together on the same after school activities	1.99	2.08	1.76

Teacher Perceptions of Future Student Relations

Despite their present perceptions of somewhat limited interaction between black and white students in the Pontiac schools today, the majority (63%) of the Pontiac teachers interviewed project the attitude that things will be better between the two groups next year. However, 20% of the teachers do feel that there will be no difference from present conditions, and only 5% feel that conditions will be worse between the students next year.

The way things are going between blacks and whites in the schools, do you think things will be better or worse next year?

	Total	White	Black
Better	63%	59%	74%
Worse	5	6	--
No difference	30	32	26
Don't know	2	2	--
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)

The Desegregation Plan and Student Achievement

The desegregation plan has not had a marked effect on student achievement to most of the Pontiac teachers interviewed. The Pontiac teachers surveyed are most likely to feel that the desegregation plan has had no effect on the academic achievement of either white or black students. The black teachers, however, are more likely to feel that desegregation has raised the achievement levels of both white and black students.

An expression of even more dichotomy between the two groups of teachers is shown as more than a quarter (28%) of the white teachers indicate that they believe desegregation has brought about lowered achievement scores among white students.

How has the desegregation plan influenced the achievement of black/white students in your school -- would you say the level of achievement of black students has been raised, lowered, or stayed the same as a result of the desegregation plan?

	---- Black Students -----			---- White Students -----		
	Total	White	Black	Total	White	Black
Raised	32%	28%	44%	15%	8%	35%
Lowered	5	4	9	23	28	9
Stayed the same	38	42	28	43	47	33
I'm not sure	22	23	20	18	16	24
Don't know	3	3	--	2	2	--
Total	100%	100%	100%	100%	100%	100%
Number of respondents	(175)	(128)	(46)	(175)	(128)	(46)

TEACHER-ADMINISTRATIVE RELATIONS

Teacher-Administrator Perceptions of Work Activities

The Pontiac teachers in the survey see a wide difference in the activities they think are important and the activities and actions their administrators think are important. As an example, teachers indicate that they think their most important task is helping students master basic ideas. They think administrators think this too, however, they also feel that their most important task is to maintain order in the classroom.

Overall, the teachers see their primary responsibility in terms of teaching ideas and concepts in the most conducive environment. They are student/classroom oriented. They see the administrator as trailing them in this orientation and in being more concerned with forms and non-classroom related activities.

How important do you think the following activities are--to your job as a teacher/for the administration at your school?

	Total	Important to Teachers: Very Important	Important to Teachers: Fairly Important	Important to Teachers: Not Important	Important to Teachers: Don't Know	Important to Administrators: Very Important	Important to Administrators: Fairly Important	Important to Administrators: Not Important	Important to Administrators: Don't Know	Difference
Helping students master the basic ideas in class	100%	97%	2%	--	1%	74%	23%	3%	--	+23
Attempting to improve the self concepts of students	100%	93	6	1	1	73	21	4	2	+20
Trying to make class exciting for students	100%	91	9	1	--	62	33	3	--	+29
Teaching things needed to get along in the adult world	100%	88	12	--	--	62	32	4	--	+26
Planning lessons	100%	87	11	1	--	64	27	7	2	+23
Maintaining order in the classroom	100%	79	19	1	1	75	23	1	1	+ 4
Teaching students to obey the rules	100%	76	22	1	1	72	26	--	--	+ 4
Helping students learn adult values and attitudes	100%	70	27	2	--	58	35	3	3	+12
Teaching students on a one-to-one basis	100%	70	28	2	1	44	42	13	2	+26
Supervising extra-curricular student activities	100%	26	60	13	1	33	55	11	1	- 5
Serving on school committees	100%	25	64	11	1	42	50	7	1	-17
Doing housekeeping duties (washing boards, dusting)	100%	19	42	39	--	17	49	33	2	+ 2
Filling out forms for the office	100%	18	58	24	--	74	23	3	--	-56
Attending PTA or other after school meetings	100%	15	57	27	--	42	46	12	--	-27
Number of respondents		(175)								

Teacher Input in School Policy Decisions

Teachers and principals share in building policy decision-making at the schools of most (71%) of the teachers surveyed. Most of the teachers (66%), too, feel that they personally have at least some say in making policy decisions at their school. Principals, however, make decisions alone in the schools of 24% of the teachers interviewed. There are also some 33% of the teachers in the survey who do not feel that they personally have much say in decisions made at their school.

How are building policy decisions usually made at your school -- would you say the principal usually makes them on his own, the principal and teachers usually share equally in making the decisions or the decisions are usually made by the teachers with the principal going along?

	Total
Principal on his own	24%
Principal and teachers share	71
Usually teachers alone	2
Don't know	2
Total	100%
Number of respondents	(175)

How much say do you personally have in making policy decisions at your school -- would you say you have a great deal of say, some say, or not much say in important decisions?

	Total
A great deal	15%
Some	51
Not much	33
Don't know	1
Total	100%
Number of respondents	(175)

Teacher Respect for Principals

The principals in the Pontiac Public Schools are generally respected by most of the teachers surveyed. Eighty-seven percent (87%) indicated that they had a great deal or some respect for their principals professionally. Only 11% of those teachers interviewed said that they did not have too much respect for their principal.

How much respect do you have for your principal professionally -- a great deal, some, or not too much?

	Total
A great deal	58%
Some	29
Not too much	11
Don't know	2
Total	100%
Number of respondents	(175)

Administrative Involvement in Curriculum

Overall, the Pontiac teachers in the survey indicate that their administrators are involved in most aspects of school activity and curriculum except the actual teaching of students. However, the teachers feel that they should be involved even more than they are at present in all areas. They especially feel that their administrators should be more involved in the actual teaching of students.

Women teachers, more than men feel that administrators should be very involved in the area of the selection of textbooks and instructional materials, and men teachers and black teachers especially feel that administrators should be very involved in the disciplining of students.

In addition to their administrative duties, some building administrators are actively involved in matters which pertain to curriculum such as the selection of textbooks or the adoption of special curriculum programs. To what extent is the administration at your school involved in the selection of textbooks and instructional materials -- is your administration very involved, somewhat involved, or not involved at all?

Now, I'd like to find out to what extent you think the administration at your school should be involved in matters which pertain to curriculum. Do you think the administration should be very involved, somewhat involved, or not involved at all in the selection of textbooks and instructional materials?

	Are Involved					Should be Involved					
	Total	Very Involved	Somewhat Involved	Not Involved	Don't Know	Very & Somewhat Involved	Very Involved	Somewhat Involved	Not Involved	Don't Know	Very & Somewhat Involved	Difference Between Very Involved
The disciplining of students	100%	58%	38%	4%	--	96%	66%	30%	2%	1%	96%	- 8
The adoption of special curriculum programs	100%	49	36	11	4	85	61	35	2	2	96	-12
The in-service training of teachers	100%	25	51	20	4	76	53	41	5	2	94	-28
The selection of textbooks and instructional material	100%	25	44	24	7	69	41	45	12	2	86	-16
The actual teaching of students	100%	3	28	68	1	31	25	59	15	1	84	-22
Number of respondents	(175)											

Teacher Job Satisfaction

The overwhelming majority (85%) of Pontiac's teachers feel they are satisfied with their present jobs, with 50% indicating they are very satisfied. Only 12% express any job dissatisfaction.

All things considered, how satisfied are you with your present job -- would you say very satisfied, fairly satisfied, somewhat dissatisfied, or very dissatisfied?

	Total
Very satisfied	50%
Fairly satisfied	35
Somewhat dissatisfied	12
Very dissatisfied	2
Don't know	--
Total	100%
Number of respondents	(175)

New School Programs

There is a great deal of skepticism on the part of the Pontiac teachers interviewed relating to new educational programs. Eighty percent (80%) of the teachers feel that the teachers in their building lack some degree of confidence in the ability of new programs to improve education. Black teachers, however, are somewhat less skeptical than white teachers, but still express a lack of confidence in such programs.

How much confidence do the teachers in your building have about the ability of new programs to improve education in the schools -- would you say your colleagues are very skeptical, somewhat skeptical, or not skeptical at all about new programs?

	Total	White	Black
Very skeptical	20%	23%	13%
Somewhat skeptical	60	63	50
Not skeptical	19	13	37
Don't know	1	1	--
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)

PERCEPTIONS OF SCHOOL INFLUENCE AND OF STUDENTS IN PONTIAC SCHOOLS

There is a general feeling of optimism among the Pontiac teachers in the survey as 73% express the belief that the schools can to some degree, motivate students who do not want to learn. This optimistic attitude, however, is significantly stronger in those black teachers surveyed than among white teachers and also stronger among women teachers than men teachers.

To what extent do you think schools can motivate students who do not want to learn? Do you think schools can have a great deal of influence, some influence, or not much influence motivating students?

		---- Race -----		----- Sex -----	
	Total	White	Black	Male	Female
A great deal	44%	35%	70%	20%	57%
Some	43	48	28	56	37
Not much	13	16	2	25	6
Don't know	--	--	--	--	--
Total	100%	100%	100%	100%	100%
Number of respondents	(175)	(128)	(46)	(61)	(114)

Teacher Perceptions of Students in Personal and School-Related Areas

Students in the Pontiac schools are generally perceived by their teachers as being in the medium range of a 3-point scale in such areas as attendance, eagerness to learn, classroom behavior and in getting along with others. They receive slightly lower, but not significantly lower ratings in the areas of health and nutrition, ability to do required work, academic achievement, and home environment, which receives the lowest rating. Black teachers have a tendency to rate the students higher than their white counterpart, but not to a significant degree. Male teachers interviewed display a tendency to rate the students slightly lower than do women teachers, but also, not to a significant degree.

On a scale of high, medium or low, how would you rate your students in terms of these characteristics? (1=high to 3=low)

	Total
Daily attendance	1.87
Getting along with other students	1.89
Eagerness to learn	1.90
Behavior in class	1.90
Respect for authority and rules	1.99
Health and nutrition	2.04
Ability to do required work	2.10
Academic achievement	2.21
Home environment	2.34
Number of respondents	(175)

TEACHER IN-SERVICE PROGRAMS AND PROFESSIONAL INFORMATION SOURCES

In-service training has been widely used by the teachers surveyed. Eighty-seven percent (87%) have attended some in-service program since they have been teaching. Forty-nine percent (49%) of those interviewed have also attended one or more professional educational conferences which involved more than one school district.

Since you began working full-time in teaching, have you participated in any workshops or in-service training programs?

	Total
Yes	87%
No	6
Don't know	7
Total	100%
Number of respondents	(175)

Have you attended any professional educational meetings or conferences which involved more than one school district in the past two years?

	Total
Yes, more than one	30%
Yes, only one	19
No	50
Don't know	1
Total	100%
Number of respondents	(175)

In addition, a large number of those teachers in the survey (73%) indicate that there are additional training courses which they feel would be particularly helpful to them at this point in their career.

Is there any type of additional training, study, or refresher course which you think would be particularly helpful to you at this point in your career?

	Total
Yes	73%
No	23
Don't know	4
Total	100%
Number of respondents	(175)

Among those teachers participating in the study, a plurality (47%) indicate that they receive their best information about educational issues from other teachers in the district. Reading is cited by the second largest number of teachers (41%) as their best source of information. Professional journals are read regularly by 66% of the sample and occasionally by 26%.

Where would you say you get your best information about educational issues -- from material you read, from discussion with teachers in this district or from discussion with teachers in other districts?

	Total
From reading	41%
From discussion with teachers in the district	47
Discussion with teachers in other districts	9
Other	3
Don't know	--
Total	100%
Number of respondents	(175)

Do you read any professional journals, that is publications which are addressed to some academic area?

	Total
Yes, I read them regularly	66%
Yes, I read them occasionally	26
No	8
Don't know	1
Total	100%
Number of respondents	(175)

THE PONTIAC EDUCATION ASSOCIATON AND OTHER ORGANIZATIONAL ASSOCIATIONS

The majority of teachers in the study (67%) feel that the P.E.A. is about right in the emphasis it places on improving salaries and fringe benefits, a quarter (23%) feel that their emphasis is insufficient, while 7% feel there is too much emphasis. The majority of the teachers interviewed also feel that the P.E.A. has about the right emphasis on improving working conditions (66%) and on protecting job security (77%). They feel, however, that not enough is being done towards helping members become better teachers (70%) and in generally improving the quality of education for children (54%).

Among the sample of teachers interviewed though, black teachers are more likely to feel that not enough emphasis is placed by the P.E.A. on salary and fringe benefits than their white counterparts, and men are more likely to feel that insufficient emphasis is placed by the P.E.A. on helping teachers become better teachers.

How much emphasis does the Pontiac Education Association put upon the following things -- would you say they put too much emphasis, not enough emphasis, or just about the right amount of emphasis?

	Total	Too Much	Not Enough	About Right	Don't Know
Raising salaries and improving fringe benefits	100%	7%	23%	67%	2%
Helping members become better teachers	100%	--	70	26	3
Improving working conditions	100%	1	32	66	2
Protecting job security	100%	6	15	77	2
Improving the quality of education for children	100%	1	54	42	3

In considering two particular factors, improving the quality of education and the gaining of economic benefits for teachers, the majority of teachers surveyed (77%) did not feel that the two issues were exclusive of each other and that the P.E.A. could not deal effectively with both. However, among the 21% who did feel that the two issues could not be effectively handled by the P.E.A., a plurality felt that improving the quality of education should be the most important pursuit of the P.E.A.

The black teachers interviewed express this view in larger numbers than white teachers. Forty-four percent (44%) of the teachers do feel that gaining economic benefits should be the most important issue facing the P.E.A.

In your opinion, can the P.E.A. deal effectively both with improving the quality of education and with gaining economic benefits for teachers. (IF NO) Which is more important for the P.E.A. to pursue?

		---- Race -----	
	Total	White	Black
Yes	77%	73%	85%
No	21	23	13
Don't know	3	3	2
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)
(IF NO)			
Improving the quality of education	47	43	67
Gaining economic benefits for teachers	44	47	33
Don't know	8	10	--
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)

In addition to their P.E.A. membership, 54% of the teachers interviewed say they belong to other organizations or associations involved in education, and men (69%) make up the largest number of this group.

Do you belong to any other organizations or associations that are primarily for people in the teaching field?

	Total	Men	Women
Yes	54%	69%	46%
No	46	31	54
Not stated	--	--	--
Total	100%	100%	100%
Number of respondents	(175)	(61)	(114)

A plurality (46%) of those interviewed also indicate that they belong to local neighborhood or community groups where they live. The majority of teachers (54%), however, do not belong to any community organizations in their own residential areas.

Do you belong to any organizations or associations that are primarily for people in your neighborhood or the community where you live?

	Total
Yes, a couple	14%
Yes, one	32
No, none	54
Total	100%
Number of respondents	(175)

WORK BACKGROUND ON PONTIAC TEACHERS

Most (61%) of the teachers interviewed in the study had taught in another school district before coming to Pontiac, and this is particularly true for black teachers, where 74% indicate they came to Pontiac from another system. Thirty-nine percent (39%) of the teachers interviewed began their teaching careers with the Pontiac schools.

Before beginning to work for the Pontiac Schools, did you have any previous teaching jobs?

	Total	White	Black
Yes	61%	56%	74%
No	39	44	26
Don't know	1	1	--
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)

Work Experience Outside Teaching

The Pontiac teachers surveyed are evenly divided between those who have had some outside teaching work experience and those who have always taught. Forty-nine percent (49%) of the sample has had full time employment outside the teaching field, while 48% have always been in teaching.

The black teachers interviewed (61%) are more likely to have always been in teaching than white teachers, where 44% express that they have always taught.

Have you ever had any other full-time jobs outside the teaching field?

	Total	White	Black
Yes	49%	52%	39%
No	48	44	61
Not stated	3	5	--
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)

Teaching Placement Expectations

The expectation of most of the teachers in the study is that they will be working in teaching five years from now. Seventy-six percent (76%) make this prediction, while 22% expect to be doing something different. White teachers (82%) more than black teachers (59%) say they will continue in teaching.

The majority (81%) of those remaining in teaching, also expect to remain in the Pontiac School District. Only 11% say they expect to be teaching at another district, while 8% are undecided about where they think they will be.

What type of work would you most like to be doing in five years. Teaching or doing something different (IF TEACHING) Do you hope to be teaching in the Pontiac School District or in another district?

	Total	White	Black
Teaching	76%	82%	59%
Something different	22	17	37
Don't know	2	1	4
Total	100%	100%	100%
Number of respondents	(175)	(128)	(46)
Pontiac School District	81	79	85
Some other district	11	13	4
Don't know	8	8	11

Teacher Social Interaction

While 32% of the teachers interviewed expressed that they often meet with other teachers in their building socially, 56% say that they seldom socialize and 11% indicate that they never meet socially with other teachers in their building.

This trend carries over to social involvement with other educators in general. None of the teachers in the study indicated that they met often with others in education and 62% said they seldom meet socially with other educations and 35% never meet socially with other people connected in some way with teaching.

How often do you meet socially outside of working hours with other teachers in your building -- would you say often, seldom or never?

	Total
Often	32%
Seldom	56
Never	11
Don't know	1
Total	100%
Number of respondents	(175)

How often do you meet socially with other people connected in some way with teaching -- would you say often, seldom, or never?

	Total
Often	--%
Seldom	62
Never	35
Don't know	2
Total	100%
Number of respondents	(175)